The Educational Weekly.

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S. R. WINCHELL, 170 Clark Street, Chicago.

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Editorial.

WE have received the Twelfth Annual Catalogue of the Massachusetts Institute of Technology, being for the years 1876 and 1877. This institution probably ranks as the best scientific school in the United States. Its officers of instruction are thirty-six in number; total number of students for the past year, 293. The course of instruction comprises a course in Civil and Topographical Engineering, Mechanical Engineering, Geology and Mining Engineering, Building and Architecture, Chemistry, Metallurgy, Natural History, Physics, Science, and Literature and Philosophy, to which has been recently added a two years' course in Practical Mechanism. In this latter, shop instruction constitutes a prominent feature, while the physical and chemical laboratories afford students the amplest facilities for subjecting all theories to the test of experiment.

The chief concern of the American Republic should be to make thorough provision for the education of every citizen up to the standard of a clear comprehension of his rights, and a faithful, fearless discharge of his duties. This truth we hold to be self-evident. This fundamental task once performed, the remaining functions of a wise and generous statesmanship will be comparatively few and simple. A whole people made thoroughly capable of self-government, through an efficient, all-pervasive system of education, will leave but little for professional statesmen to do, since all men will, in a liberal measure, be statesmen. It is indisputable that, sovereignty being universal, education must be made universal also. For, between intelligence and illiteracy, there is, and ever must be, an irrepressible conflict. No man can be free whose faculties are fettered by the chains of ignorance. No man can long be enslaved whose soul is illumined with the radiance of Heaven-born truth. Civil freedom must inevitably follow fast in the footsteps of intellectual and moral freedom. The power of educated mind is superior to manacles and dungeons. It is as illimitable as the universe. There are hundreds of thousands in these United States who are, to all intents and purposes, socially and politically enslaved, simply because they are mentally and morally enslaved. Nominally endowed with sovereignty, they either do not cast the ballot at all—"bulldozed"—or they cast it according to the wishes of another,—"persuaded," "bought." That ballot which does not represent the free, untrammeled will of him who casts it, is not the ballot either of a freeman or a freedman, but of one who is still under a master.

Is it not high time that the true friends of free institutions begin to recognize and act upon these truths? Are the actual facts of the present situation,—is "the logic of events" to be lost upon us? Are the lessons of the hour to teach us nothing? Are the lust for power and the lust for gold to consume the vitals of the Republic? Have American educators nothing to do but immure themselves in the seclusion of their class-rooms? Are those who are deemed worthy to guide the footsteps of trustful childhood into the ways of a noble manhood to take no interest in the future of that manhood? Has educational journalism no higher mission than the discussion of the minor details of teaching, or the scramble for "paying subscribers?" Has our statesmanship reached the climax of its development in devising expedients for counting presidential votes? Has it nothing to do with those far-reaching measures essential to prevent such crises as those which have so frequently been upon us within the last quarter of the first century of our existence as a nation?

The more widely diffused is education among a people, the more homogeneous will that people become; the more capable of self-government will it become; the less complex will legislation become, and the less disturbance will there be in the body politic. But with an educated class on the one hand, and an ignorant multitude on the other, irreconcilable differences, crises, and conflicts are inevitable. *They* have read the history of the world in vain, who have not learned that the governing class must be made up of the educated class, while the ignorant, be they few or many, must become the dependents, if not the slaves, of their superiors. Hence arise irrepressible conflicts, and crises, upon the issue of which the destinies of nations so frequently depend.

In a previous issue, the WEEKLY presented a few figures exhibting the comparative illiteracy of the three different sections of our country, promising to supplement the statement with statistics of at least equal importance in their bearing upon the national welfare. We know it is sometimes asserted that figures are dry. But it is equally true that to the thoughtful they often possess an eloquence that no other form of language can convey. Certainly, in this case, whether prosy or eloquent, they demand our attention, and should compel vigorous and effective action. While the exhibit previously given shows the *present* status of illiteracy, that which we subjoin shows our prospective condition, unless our efforts for the diffusion of education are prosecuted with redoubled energy. *The first statement shows the number of children between five and eighteen years of age in the whole country;*

the second the school attendance, and the third the percentage of non-attendance. For these statistics we acknowledge our indebtedness to a masterly speech of Hon. Henry W. Blair, of New Hampshire, in the House of Representatives, on Saturday, July 29, 1876. Their entire accuracy may be relied upon, since they have been carefully compiled from the latest returns in the Bureau of Education at Washington.

SCHOOL POPULATION.

	White.	Colored.	Total.
Males,	5,264,635	814,576	6,086,872
Females,	5,157,929	806,402	5,968,571
Total,	10,422,564	1,620,978	12,055,443

ATTENDING SCHOOL.

	White.	Colored.	Total.
Males,	3,326,797	88,594	3,415,391
Females,	3,087,943	91,778	3,179,721
Total,	6,414,740	180,372	6,595,112

NOT ATTENDING SCHOOL.

White.	Colored.	Total.
4,007,824	1,440,606	5,458,977

From the above, it appears that of the white children of the whole country, between the ages of five and eighteen years, 38 per cent. are not attending school; of the colored children, 88 per cent. are not attending, while an aggregate of 45 per cent. of both classes are not under instruction.

The following statement shows the percentage of non-attendance of each and of both classes, in sixteen Southern States. No comment is necessary upon such a fearful showing. We ask the patrons of the WEEKLY to read, ponder, and digest these figures, and then hand them to their neighbors.

PERCENTAGE OF NON-ATTENDANCE AT SCHOOL IN SIXTEEN STATES.

	White.	Colored.	All Classes.		White.	Colored.	All Classes.
Alabama,	66	90	77	Mississippi,	73	96	85
Arkansas,	54	82	62	Missouri,	41	73	43
Delaware,	42	83	49	North Carolina,	76	91	84
Florida,	74	85	80	South Carolina,	73	87	82
Georgia,	69	95	81	Tennessee,	65	90	71
Kentucky,	53	89	59	Texas,	68	96	76
Louisiana,	66	90	70	Virginia,	73	93	82
Maryland,	48	86	56	West Virginia,	44	79	45

We close this exhibit with a statement of the *per capita* amounts raised by taxation for educational purposes by certain States during the year 1875.

Arkansas,	$ .62
Georgia,	1.10
Tennessee,	1.64
South Carolina,	1.70
Virginia,	1.93
Maryland,	5.01
Montana Territory,	8.42
Massachusetts,	22.00

At the late meeting of the State Teachers' Association, in Lansing, Michigan, the retiring Superintendent of Public Instruction, Hon. D. B. Briggs, referred unfavorably to the operation of the Compulsory School Attendance Act of that state. He said, in fact, that Michigan, for nearly six years, has had a clause upon her statute-books to compel children to attend school, and *not a single instance of its enforcement has yet been reported.* A disposition on the part of school officers to ignore the law exists everywhere. The Superintendent believes that if the whole or a part of the public moneys were apportioned on the basis of school attendance, rather than on the number of children of school age residing in the district, it would greatly improve the general attendance upon the schools, and accomplish vastly more in that direction than any compulsory law to which the people would be likely to submit. This is a wise suggestion, to which the educators and legislators of Michigan will do well to take heed. The plan has been adopted in part in Illinois, where the basis of apportionment is partly the actual school attendance and partly the school census, one-half the moneys being apportioned on each principle of division. But it would be better to base the whole upon attendance, in accordance with the suggestion of ex-Supt. Briggs. W.

The orthoepic, orthographic, and phonetic discussions have infected the London School Board. It is now proposed by progressive members of that body to make a radical change in the orthography taught in their schools, and a warm debate is going on as to whether the adoption of a phonetic system would be a real reform. A powerful impetus would be given to this movement if the London school authorities, bearing sway at what may be deemed the central point of English language-culture, should give their sanction to it. The idea is an old one, and it is surprising that it received so little embodiment as yet. Three-quarters of a century ago, more or less, Noah Webster and Benjamin Franklin projected a printing establishment, to publish books on a phonetic plan; but for some reason the scheme fell through before, we think, a single book on this plan was printed by them. W.

A New York State Senator intends to introduce, early in the present session of the General Assembly of that state, a bill granting women the right to hold school offices of every grade. A number of ladies are serving in certain of our western states as county superintendents, and are generally reported as doing good work. But the paradise for American women who aspire to educational office has not fully bloomed as yet. At the recent elections for members of the Boston School Board every lady upon the tickets was defeated. The *New England Journal of Education* says:

"Several reasons produced this result. The main one was that local politics caused the election of a Democratic ticket for the city government, from which women were excluded. Another cause for the defeat may be traced to the feeling, true or false, that women have not a practical knowledge sufficient for the management of our school interests."

The latter reason may be well founded in a city whose educational system is as highly developed as that of Boston; but ought not to prevail in other cities, and especially in regard to the management and supervision of ungraded school interests. W.

IS THERE A FAULT—AND WHERE?

WE have reached again the season of the annual reports on public instruction, and our State pride is again stimulated by the magnificent arrays of numbers which tell us of the extent and resources of the several state school systems. If at all imaginative, we glow as we read of the thousands of schools, the tens of thousands of teachers, the hundreds of thousands of pupils, and the millions of dollars of funds raised and expended for education. We try to figure to ourselves the grand armies of people, old and young, busy with this great commerce of knowledge, and grow hopeful, perhaps, over the future of the country and of the race. And the thought is inspiring. The ancient civilizations knew no such leverage and lift of intellectual forces to maintain their ideas and to increase their sway. And it is a sweet thing, in these days of venality and mammon worship, to find the people laying these immense sums on the altars of parental love and public good—the acting generation making this unselfish sacrifice

for the good of the incoming generation of their successors. The education of young children is certainly a noble compliment paid by man to humanity. It is the Present foregoing its own enjoyment, and putting a tax upon its efforts in behalf of the Future.

But let us remember that these almost startling arrays of numbers may also start other trains of thought—may awaken the serious inquiry whether the outcome of the schools is commensurate with the cost—whether, in short, the people are getting the worth of their money. It may be difficult to estimate the money value of any given amount of education. And it may be that the proper way to state the question is not, Can we afford to pay the price of public education? but, Can we afford to be without it on any terms? If we can in some way get more for our money, then certainly we ought to do it. And if the work done and the results gained in the better schools be taken as the standard to determine what may be done in all, then it must be confessed that there is a most lamentable lack in the products of our public school systems. One may safely affirm that the average public schools of America might easily double their products without any increase in time or expense.

If the causes of this partial failure are inquired after, the inquest must evidently begin with the teachers. The fault lies in the schoolroom, whatever may be its origin. It is in what takes place between the teacher and his pupils that the work of education succeeds or fails. And it may not be difficult to point out the chief faults and failures in our American methods of teaching. They arise from incompetency, or from want of energy, industry, and persistent zeal in teaching, and in directing the studies. But the system itself must be at fault which does not provide competent teachers, and adequately direct and supervise their work. Teachers are human, and need the stimulus which men in all departments require to get out of them continuous good work. Let the system bear its share of the blame. Teachers must not shrink from their portion of the responsibility, but let not those who have a voice in making or administering the school system count themselves as innocent of wrong. G.

HOW SHALL WE REVISE THE SCHOOL SYSTEM?

NOW that the Solons of the several states are again in session, we shall witness, without doubt, a renewal of the annual efforts to tinker the school systems. Could we gain the ear of the member from the rural districts, who contemplates the work of reforming the school laws, we should venture to say to him, "Don't." Not that the school system does not need revising, but that this revision can, in most cases, be done wisely only by one who has made a long and patient study of the system as a whole, and has obtained a thorough comprehension of the true relations of all its parts. Our school systems have suffered from unhappy attempts to mend them piecemeal. One does not mend the balance-wheel of a watch without considering its connection with the other parts, and with the mainspring; but a school system is often reformed in detail by those who have not mastered the conception of its authors. Take as an instance the perpetual changes to which the county superintendency has been subjected—one time voted up and then voted down, as in Michigan, or half way down, as in Illinois. In neither state was the change a reform, any more than it would be to cut off the head as a cure for headache. The perfect American school system does not yet exist. No State system was found worthy of award at the Centennial. All showed excellences, but all exhibited also defects, and the judges were unable to award a diploma to any as being worthy of universal imitation.

No experienced educator doubts the necessity of a thorough and efficient supervision of the schools as an indispensable condition of the success of any school system, however excellent. The argument is too simple, and too well known, to need repetition. Given a State school system with, say 20,000 teachers, 1,000,000 school children, and $6,000,000 annual revenues, what wise man, undertaking the job of managing this school system for the best results, would not set apart, if necessary, at least $250,000 to employ an energetic body of county superintendents to devote their undivided attention to this work of supervision? And who that held himself responsible for the result, would be willing to trust the selection of these superintendents to a political caucus and a party vote? When the American people manage their school systems on the same strict business principles on which they manage their private affairs, we shall have county and township school superintendents, selected for their fitness by some proper board, and liable to removal for good cause, and then will school supervision be a success, and the school system will be less open to censure for its unfruitfulness. G.

THE STUDY OF THE FRENCH LANGUAGE.

I. HOW TO ACQUIRE AN EXTENSIVE VOCABULARY.

ALFRED HENNEQUIN. University of Michigan.

EVERY teacher of modern languages has experienced the great difficulty, so common in our schools and colleges, of introducing French conversation in the recitation-room. Text-books have been written, aiming at facilitating this difficult task; but it can safely be said that most of them have proved a failure. After a year's study of the French language, the student, if properly taught, will be able to read, with a certain accuracy, certain works prepared for beginners, in which the difficult passages (mostly idiomatic sentences), are translated in the notes; but the most simple attempt at conversation will generally result in a few broken sentences, at the best. If the teacher is persistent, this kind of conversation will continue throughout the whole course, (the progress in this direction being, however, very slight); but, more frequently, after a few vain attempts have been made to overcome this difficulty, the teacher will give up the practice of colloquial exercises; and the student, who foresees no practical use of the language he is learning, will gradually take less interest in its study, and finally give it up as soon as he is allowed to do so.

If we now turn our attention to the study of German, we find that the result is quite different. The student has not yet mastered the general principles of the language, when, of his own accord, he endeavors to speak. Of course, his sentences are not always correct; but this mere attempt at conversation becomes a valuable medium for correct colloquial exercises in the class-room. Let us suppose that the same student is learning both French and German; in most cases, the latter language will receive more of his attention, and the result will therefore be much more satisfactory than in the former. If the student is asked to account for this, he will tell you that German is easier to learn, because the words of that language are so much more like those of his own tongue. We may therefore conclude that what induces the student to try his hand at conversation, is caused by his acquiring a ready vocabulary with less difficulty in German than in French. I will not endeavor to prove that German is much more difficult to master than French. Teachers who have had proper drill in both of these languages, and who have studied them thoroughly, are aware of this fact. I will merely show that the acquirement of an extensive French vocabulary requires much less brain-work and mechanical memorizing than the acquirement of a limited German one. As this, however, may seem to be in contradiction to what the results usually show, I hasten to say that the teacher is to blame if the student does not learn the words of the French language much more rapidly, and much more easily than those of the German.

The English language having French (Norman) and German (Anglo-Saxon) for the etymological basis of its words, may be said to have derived about one-fifth of its extensive vocabulary from the Norman or French, while the remainder can be traced back to German, or German and French combined.

As a curious illustration of this last etymological freak, allow me to explain the formation of the word *handkerchief:* the German "*hand*," and the French "*couvre-chef*," head cover, (a *kerchief* intended to cover the head), have been blended together in order to form the English word answering for the French "*mouchoir*."

Let us take a few words derived from the French, and an equal number derived from German, and see which of the two series the student *ought to consider* the easier to retain. Of course, I do not mean to exclude Latin from the English tongue. I merely suppose that the student has not yet undertaken the philological study of his own language, and refer him to French instead of Latin.

FRENCH:

VERBS: to oblige, *obliger;* accomplish, *accomplir;* etc.
NOUNS: obligation, *obligation;* accomplishment, *accomplissement;* etc.
ADJECTIVES: active, *actif;* victorious, *victorieux;* etc.
ADVERBS: grandly, *grandement;* bravely, *bravement;* etc.

GERMAN:

VERBS: to speak, *sprechen;* to give, *geben,* * etc.
NOUNS: ghost, *geist;* flight, *flucht;* etc.
ADJECTIVES and ADVERBS: like, *gleich;* hereof, *hiervon;* etc.

It is needless to say that the above French words resemble more their English forms, than the German words are like their English translation. We have said above that the student claimed that he spoke German, and not French, because he could retain the German words more easily than the French. Let us, for a moment, admit that the German words do require less effort for their memorizing than the French; which of the two languages will now offer more help to the student, for the *speaking* of the following English sentence, in French and in German? "Because he has not wanted to send me the book."† I have chosen a sentence in which the English words resemble more the German than the French, yet, I do not hesitate to say that the student will experience much greater difficulty in speaking or translating the above English sentence in German than in French. Let us return to the words.—Can rules be given explaining most of the changes the German words have undergone to become English? The English and German are modern dialects of one original language; they are derived from a sub-family of dialects called *Teutonic* or *Germanic*. The Teutonic group comprises Low-German, High-German, Scandinavian, and Gothic. English finds its more immediate connection in Low-German. To explain, therefore, the changes which the German words have undergone to become English, it is necessary to know something of Low-German; and the "*Law of Progression of Mutes*;" in other words, one must take up the study of Comparative Philology. On the other hand, I do claim that a series of *practical rules*, and of the *most simple character*, can be given, enabling the student to learn the French words through their English orthography. If we add to these rules, which I give below, a few general principles for the construction of words, from certain words already acquired through English, it will easily be proved that that portion of the French language which has passed into the English tongue may become a ready vocabulary for the student of the language, and hence be put to use for colloquial purposes.

RELATION OF FRENCH TO ENGLISH.

I suppose that most of the rules given below are known to experienced teachers of the French language; but as I do not know of any work that gives them systematically grouped, I venture to recapitulate them here, trusting that they may find their way into the class-room, where, if more fully illustrated, I believe they may become of practical use to the student of the French language.

NOUNS.

1. About 1,800 words ending in *ion* are the same in both languages. They are *all feminine*, excepting Bastion, million, and scorpion. *Remark:* Most of these words are derived from verbs of the first conjugation, *accuser, accusation*, etc.

2. About 300 words ending in *ance* or *ence* are the same in both languages. They are *all feminine*, excepting *silence*. *Remarks:* 1. Most of those ending in *ance* are formed from verbs, by changing the *t* of the present participle into *ce: assister, assistant, assistance*, etc. 2. Those ending in *ence* are also, but less frequently, derived from verbs, by changing the *ant* of the present participle in *ence: exister, existant, existence*, etc. 3. Most of the above nouns become adjectives (frequently used substantively), either by maintaining the present participle form, *ant*, or assuming the termination *ent: assistant* (adjective and substantive; *présent*, (adjective and substantive).

3. More than 300 words ending in English in *ty*, end in *té*.* They are all feminine excepting *député*.

4. A great number ending in *y* (not *ty* or *cy*), end in *ie*. They are all feminine: *philosophy, philosophie.*

5. A certain number ending in *cy*, end in *ce: constancy, constance*, etc.

6. Most words ending in *or* end, in French, in *eur*. Most of them are masculine. *Remark:* A large number of these nouns come from verbs, by adding *eur* to the root of the verb: *inven-ter, invent-eur*, etc.

7. Many nouns ending, in English, in *er*, also end, in French, in *eur*. They are also formed from verbs, as explained in No. 6. *Remark:* They are all masculine, and a certain number of them become feminine by changing *eur* into *euse: vendeur, vendeuse;* others, by changing *eur* into *rice: acteur, actrice;* others, by changing *eur* into *eresse: enchanteur, enchanteresse.*

8. Nouns in *ive*, in English, assume the termination *if*, in French. Most of them are masculine. *Remark:* Most of them are adjectives used substantively.

9. Nouns ending in *ic, ick* end, in French, in *que*, excepting *trafic*, which is written as in English. Most of these nouns are adjectives used substantively.

10. Nouns ending in *ism*, end, in French, in *isme*. They are all masculine.

11. Most nouns ending in *ary*, end, in French, in *aire*. Many of these are adjectives used substantively.

12. Nouns ending in *ory*, end, in French, in *oire.*

13. Most nouns ending in *ian*, end, in French, in *ien*. These nouns are, for the greater part, adjectives used substantively. *Remark:* All these nouns, whether used as nouns or adjectives, have a feminine form by adding *ne* to the masculine: *ancien, ancienne.*

14. Nouns ending in *ist* end, in French, in *iste*. Most of them are masculine. *Remark:* A certain number of them are adjectives used substantively, and are either masculine or feminine, though the termination does not change.

15. Most nouns ending in *ment*, end, in French, in *ment*. Most of them are masculine. *Remark:* 1. Most of these nouns are derived from verbs of the second conjugation. 2. Most of these verbs end, in English, in *ish*. The nouns are formed by changing the *ish* of the English into *isse*, and adding *ment*, thus corresponding to English nouns ending in *ishment;* others merely end in *ement: amusement.*

16. The past participle of verbs, also taken adjectively, frequently becomes a substantive in French. It then assumes the gender of the verbal form, *i. e.*, is masculine or feminine, according to the form of the past participle itself; *un conduit*, a water-pipe; *la conduite*, the conduct. There are but very few exceptions to this rule.

17. All the infinitives of French verbs can be used as substantives. They are *all masculine*, and correspond to verbal nouns in English ending in ing: the drinking, *le boire.*

General Remark: Besides the nouns given in the above seventeen rules, *a great number* are the same in both languages; but cannot be classified. As they are written as in English, or differ only in one or two letters, the student will experience no difficulty whatever in translating and memorizing them.

ADJECTIVES.

1. Adjectives ending *al*, are usually the same in both languages. A certain number, however, end, in French, in *el.*

2. Adjectives in *ent* and *ant* are alike in both languages. (See Nouns, No. 2, Remark 3.)

3. Most adjectives in *able* and *ible* are alike in both languages. Those, however, from Saxon origin do not exist in French: *eatable, bearable*, etc. These adjectives have their corresponding French forms, from the verbs *manger, porter*, etc.

4. *Ary*, French, *aire.* (See Nouns, No. 11.)

5. Most adjectives in *ous* end, in French, in *eux*, feminine *euse*, whence the English form: *généreux, généreuse; generous.*

6. *Ive*, French, *if.* (See Nouns, No. 8.)

7. *Ic, (ical).* (See Nouns, No. 9.)

8. Many adjectives in *id* end, in French, in *ide: acide*, etc.

9. Past participle-adjective. (See Nouns, No. 16.)

General Remark: Both languages have, besides those given above in the nine rules, a large number of adjectives that are alike, and which cannot be classified.

* In French, *donner*, to donate.

† Parce qu'il n'a pas voulu m'envoyer le livre. Weil er mir das Buch nicht hat schicken wollen.

* Modesty becomes *modestie* in French.

VERBS.

1. A certain number of verbs ending, in English, in *e*, are, in French, of the first conjugation, and the general appearance of these verbs is the same as in English: *admirer*, *forcer*, *réciter*, etc.

2. A certain number ending in *ise* or *ize*, end in *iser*. They very much resemble the English forms: *reviser*, *civiliser*, etc.

3. A large number, ending in *t*, add *er*, for the French. Some not ending in *t* in English, also add *er* for the French: *accepter*, *armer*, etc.

4. Many ending in *y* end, in French, in *ier*: *étudier*, etc.

5. Many in *ate* end in *er*: *agiter*, *hésiter*, etc.

6. Many ending in *ish* end in *ir*: *accomplir*, etc.

General Remark: There are many other verbs that are about the same in both languages: *omèttre*, *surprendre*, *partir*, etc.

For the invariable parts of speech, we can give but one general rule: The adverbs ending, in English, in *ly*, end, in French, in *ment*. These adverbs are formed by adding this termination to the feminine of adjectives or participles. Nearly every adjective of the French language can become an adverb.

If, in addition to the knowledge of these rules, the student carefully studies the French dictionary, he will notice that a *very large* number of words have, in French, a certain form involving their meaning. For instance: *cependant*, however, means "this pending;" *plulôt*, rather, means "more soon," etc., etc.

In conclusion, I claim that fully *one-fifth* of the English words show their French origin, and that, besides, more than 1,800 can be memorized without the knowledge of the above rules. It may also be said that the French element in English is found in those words most needed to express our thoughts. If, then, the teacher who masters French and German, takes one page of any English book and marks those words coming from the French with a red pencil, and those from the German with another color, and then classifies the words coming from French, according to the above rules, he will be obliged to admit that a French vocabulary ought to be more easily learned than a German one, if he (the teacher) draws the student's attention to the resemblance between the two languages, and the rules for *word-formation*, given above.

INCLUSION VS. EXCLUSION.

Anna C. Brackett, New York.

FORMAL logic would limit all thinking to its rigid formula of "either—or," in which there is no possible ground left for a middle term. But true logic sets up no such dividing line, illusory and vanishing as is the line of the present time, which is forever being swept on from the boundless current of the future into that of the past. Nor can we ever think with any surety, till we recognize the fact that the so-called "excluded middle" of the logical formula is, in reality, the including whole, and that, in excluding it, we have excluded the very truth which we were seeking to grasp. All bigotry in religion, all partisanship in politics, all dead routine or extravagant theory in education, fight under the banner of "either—or," and conquer in that sign if they conquer at all. If we are to be free from these influences, if we are to join the great infinite and eternal forces of the universe of thought, helping, and not hindering, its current, we must seek and assimilate a wiser philosophy. We must base on that a line of action, broad enough to include, and hence to utilize, both extremes, and to recognize both as parts only of the inclusive truth.

It has been said that all errors are half-truths. The converse is also true, that every half-truth is an error. The first statement looks encouraging, and thus often tends to the perpetuation of the very error in question, as an error. For the holder may be satisfied with the fact that the error is a half-truth, and so he is content to rest in it. And the one who says that his half-truth is an error, may relinquish it because it is all error, and so fail of the truth contained in it. The first class of minds are the Conservatives, so-called; the second, the Radicals. The first never go on because they know their error is a half-truth; the second fling away all that has been already painfully attained, because they see their half-truth to be an error. The two statements are, themselves, open to the charge of neglecting the "excluded middle," and must be grasped together in order to arrive at their own truth.

We shall begin to perceive truth in any line only when we take for our guide the word Inclusion, instead of Exclusion, when we learn to build our platform so large and so solid that we can push it under the feet of all our opponents, no matter how widely separated from us they may be.

With or without man's voluntary agreement, the race has reached the degree of civilization it has already attained, only through the power of this principle. In the savage life, each is for himself. The principle of exclusion prevails. As a consequence, no division of labor can exist, and civilization is impossible. The whole process of civilzation has been only a sad succession of wider and still wider inclusions. International exhibitions, as that in Philadelphia this last year, are only one of the many exponents of the extent to which the principle has so far been carried. And yet we are slow to learn the lesson.

The principle is a divine one, and expressed by the Hebrew well when he says that God makes even the wrath of man to praise him.

To learn how to utilize opposition is the key to success; nay, it is success. We do it in mechanics over and over again. We drop the keystone into our arch and thereby force even the power of gravitation, which threatened to pull it down, to sustain it. By ingenious contrivances we force the same power of gravitation, in the current of a river, to drag vertically upward tons of heavy merchandise. But we are not so ready to make use of opposing forces in mental processes, or in our daily life and work. When some one opposes us, we set ourselves against him, forgetting that we are thereby only shutting ourselves in by an additional barrier. For every opponent is a limitation, and the man who continually makes enemies finds himself in isolation through his process of exclusion. He puts the world outside of him, and then complains that he is alone. Algebraically speaking, he eliminates from his life-equations u, w, y, and z, and he finally thus obtains the value of x alone, which, in his case, would be zero. Carrying this thought only a little farther, it is also true that we may limit our mental horizon by excluding the ideas or opinions of others till it is reduced to a very small circle. We forget that we cannot build a wall around our garden to shut out other peoples' possessions, without, at the same time, shutting ourselves in.

In all supervising places, especially in the profession of teaching, dealing, as it does, with the minds of many, our most crying want just now is this principle of inclusion. For teachers, we want men and women who can include all the minds of their pupils, the quick and the slow, the ambitious and the indifferent, in their broad thought, their plans, methods, and appreciation; for principals, we want men and women who can include all their assistants, differing though they may be; and for superintendents, men and women large enough and broad enough to include the whole circle of varying principals, schools, and towns, from the poorest to the best. Under such supervision, the bad, utilized, grows to be good, the good to better, and the better to best. Opposition set against itself cancels itself, and the energy which is now expended in friction and heat is freed for driving power.

SCIENTIFIC EDUCATION AND THE NEW DRAWING.

Prof. S. Edward Warren, Massachusetts.

ALL who notice educational movements at all are familiar with the large amount of thought, attention, and interest, excited at present by the subject of drawing. It is also equally familiar, that by drawing as a new thing, thus engaging so much attention, is no longer meant the copying of landscape or figure cards, but, drawing which bears upon, and looks toward practical industry of some kind.

So much being understood, it becomes highly important to have clear and definite ideas relative to the main outlines, bearings, and divisions of the general subject. In other words, the *kinds*, *ends*, and *means* of the new drawing should be clearly distinguished and apprehended.

First, then, in respect to *kinds:* The broadest division is that of Free-hand Drawing, and Instrumental Drawing. Of these, the former leads on to *pattern-designing* for various fabrics, and surface decoration generally; also to *form-designing*, as in the industries of pottery and modeling. The latter, or Instrumental Drawing, is intended to accomplish the exact representation of definite solid forms upon paper, so that the structure of any kind can be erected by the guidance of the adequately representative drawing. Such drawing serves the purposes of engineers, architects, machinists, also those of carpenters, builders, masons, smiths, wheelwrights, pattern-makers, and, in fact, workers in all mechanical industries in all their varieties; classes, by the way, which, generally, are more widely and uniformly diffused than are pattern designers.

Second, as to *ends:* The *industrial* ends respectively served by the two kinds of drawing already named have just been indicated. But I refer to *educational* ends. These are, *first*, the thorough training of candidates for the higher scientific professions: engineering, civil and mechanical; architecture and building; and *second*, the school training of youth for the subordinate, or common mechanical industries of all kinds.

Third, as to *means:* Here, also, a distinction is to be made. The means

may be considered with regard to their *nature*, or their *grade*. With regard to their *nature*, the means employed in teaching drawing—instruments, furniture, and teachers, being the same—may consist largely in an *extensive use of copies*. In this case, the pupil, having completed a full course, even if he cannot say that he has drawn everything which he will ever see, can say that his collection embraces the like of nearly everything, and that therefore he can venture to feel his way through the management of new cases.

On the other hand, the means of graphical training may consist in accompanying an abundant amount of actual drawing with such indefatigable drill in the *principles* of his work, as shall give the student a certain power to deal successfully with any new combination involving the same principles. This method undoubtedly requires the expenditure of a large amount of a certain kind of effort on the part of both teacher and pupil, but the result, like all others of high value, well repays the labor spent in obtaining it. Also, whatever else may be said for or against this method, it is indisputably best in the training of candidates for professional practice, in all stages of their preparation. Unquestionably, it seems to me, knowledge of mathematically exact subjects can be better obtained by the aid of a complete text than from hurried lecture notes alone without the text.

Returning now to consider the *grade* of the means employed in teaching instrumental drawing, they are *elementary* and *advanced;* and the latter are, by an important subdivision, *general* and *technical*. The elementary means, whether text or copy books, attention to the former being now particularly intended, are those which are adapted to the *preparatory stage* of education; the general subjects, and text-books relating to them, properly belong to the *collegiate stage;* the technical subjects then remain to the *professional stage* found, as regards the physical professions, in those scientific schools, which, however variously named, we will for convenience distinguish as polytechnic schools.

A like distribution of most other studies has been so long and universally made, and recognized as proper, that argument is unnecessary in commending it in behalf of the thorough study of the principles as well as practice of exact drawing as one of the departments of scientific education. But the prevailing absence, as yet, of such a desirable distribution, indicates a present main hindrance to the completeness of such study, viz., the formative state in which complete progressive education still finds itself in some respects. For example: The grounding in the elements of Latin and Greek in the *preparatory school*, continued in the larger study of language, with practice in the written and spoken use of it, in the *college*, brought to a practical conclusion in the study of the Greek Testament, and the Greek and Latin Fathers in the *Divinity school*, together form a continuous ascending line of student progress. The like is true of composition and "speaking pieces," in the *high school*, continued in the essays, criticism, elocution, and oratory, of the *college course*, and ended in the pleadings in moot courts in the *law school*.

Without further illustration, it is equally evident, especially to those most concerned, that however desirable it is, on many accounts, that candidates for the "old," or "learned," or "humanistic" professions, should not omit the collegiate state of scholarly progress, it is equally desirable that students of the physical, or naturalistic professions, engineering, etc., should have a collegiate preparation, but one that should be adapted to their special wants. This adaptation simply requires that those modern languages in which the modern sciences are best treated, should, together with those sciences themselves, be mainly substituted, in *college scientific courses*, for the ancient languages and literature, philosophy, etc. The general principles, and not the technical applications, of the mathematical and physical sciences are here meant. Almost purely professional scientific study would then remain in the ideal polytechnic school, reorganized, abridged, yet elevated, and made the peer and counterpart, in its proper sphere, of other professional schools.

Having thus stated in general terms, and as affecting all branches of scientific education, the necessary mutual adaptation and orderly succession of the preparatory, collegiate, and professional stages, it only remains to apply the conclusion thus reached to our present subject, as follows:

First, Drafting manipulation, the use and care of instruments and materials; exercises in plane figures, both geometrical problems, and practical exercises in flat geometrical designs; and in the elements of projection and perspective drawing, that is, the exact representation of simple solids upon planes; so much should find its appropriate place in preparatory schools. And, to this end, normal schools, with or without temporary aid from graduates of polytechnic schools, in doing the work, should train sections of apt teachers, as they might appear, for this specialty. Moreover, it should not be forgotten that the circle of rudimentary knowledge, complete in itself, thus gained, would be extremely valuable in after life to every pupil destined to any mechanical pursuit, and whose tuition should end with the preparatory school.

Second, The elements of Descriptive Geometry—the science of representation of all solid forms, and all combinations of them in space, upon planes—and, perhaps, also its general applications, viz., to the general problems of shadows and perspective—all these, being not professional or technical studies, should find their proper place in the scientific line—parallel with the literary one—of college education.

Third, Machine drawing, engineering and architectural structure drawing, with the specialties of carpentry and stone-cutting, and spherical projections—the theory of map construction—these, all being practical applications, appropriately belong to the stage of immediate preparation for practice, viz., to the polytechnic school.

Much as has already been acomplished in various directions for education, the improvements here indicated should not be forgotten among the re-adjustments of the future.

CRITICISM ON OUR PUBLIC SCHOOLS.

Chancellor E. O. Haven, Syracuse University.

MR WENDELL PHILLIPS has been talking about education in Boston, and very vigorous indeed were the ideas to which he gave voice. Of woman's education he said:

"The public schools teach her arithmetic, philosophy, trigonometry, geometry, music, botany, and history, and all that class of knowledge. Seven out of ten of them, remember, are to earn their bread by the labor of their hands. Well, at fifteen we give that child back to her parents utterly unfitted for any kind of work that is worth a morsel of bread. If the pupil could only read the ordinary newspaper to three auditors it would be something, but this the scholar so educated, so produced, cannot do. I repeat it. Four-fifths of the girls you present to society at fifteen cannot read a page intelligibly. We produce only the superficial result of the culture we strive for. Now I claim that this kind of education injures the boy or girl in at least three ways. First, they are able, only by forgetting what they have learned and beginning again, to earn their day's bread; in the second place, it is earned reluctantly; third, there is no ambition for perfection aroused."

Now here are grave charges made against the American public school system, and American educators are not worthy of their positions if they do not investigate the subject, and either disprove them or modify or defend their practice. The charges are made by an orator who is well known as an iconoclast, a destroyer, not a builder. Instinctively feeling his own weakness, he has steadily declined all positions of responsibility where he would be called upon to do anything positively, and devotes himself to criticism. He seldom commends anything that exists now and here, only what existed formerly or exists elsewhere, but finds fault mercilessly, and sometimes without discrimination, and has recommended what differs but little, if any, from the wildest conceits of the most ultra communists and red republicans. He cursed Daniel Webster, apotheosized John Brown. We verily believe such men are of use in the economy of Providence, but one master-builder is worth a dozen master-scolds. Teachers are not responsible for the nature of the pupils committed to their care, nor for their condition, nor for the influences exerted over them out of school. It is not true that "four-fifths of our school girls at fifteen can not read a page intelligibly." I appeal to all teachers for a candid opinion. I never saw a school girl or boy fifteen years of age, who had enjoyed school privileges from the age of seven, who, having tried, could not read intelligibly, except a few who were regarded as idiots. They can not usually read like practical elocutionists; they can not read with proper comprehension and emphasis all that would be found on the page of a first-class newspaper—none but an accomplished scholar can—but they can read ordinary matter on ordinary subjects understandingly and well. Absolutely correct reading and ready and correct original writing are about the last and best results of thorough education. Often one year's study after fifteen will have more good effect than all the preceding education. The fault or merit is not in the teacher, but, if anywhere, in the brains of the pupil. Healthy boys and girls can not be men and women.

There is, however, in this diatribe against American schools, some food for solid thought. No pains should be spared to enable our young pupils (the majority of all we have), who spend only from one to three or four years in school, to learn something thoroughly. To read correctly and fluently, to write properly and to perform the ordinary problems in the four fundamental rules of arithmetic, ought, if possible, to be mastered before much time is given to any other study.

"Seven out of ten" of the girls, and, we suppose, of the boys also, will be "compelled to earn their bread by the labor of their hands." Good for them.

They are not to be pitied. The men and women who are permitted to earn their bread in that way may be happy and useful. But knowing that this is to be the lot of nearly all, why should there not be a careful and methodical plan devised to communicate to our pupils elementary information on all the common useful arts? Why should a girl be allowed to graduate from, or even into, a high school without knowing pretty thoroughly the theory and practice of the preparation of food and clothing for a family, and indeed all that could well be taught in school, that a housekeeper and a nurse should know? Indeed, the elements of industry, and of morality, and of genuine religion, are of more use to nearly all of our pupils than the higher arithmetic, the lower, and usually utterly useless algebra, and the smattering of history and abstract sciences often taught.

Public school teachers should not for a moment imagine that anything like perfection has been attained in our system of education. By far the greater part of the benefit of a good school is in the social and moral influence of the teachers. Very much of the little learned from books is soon forgotten; the habits acquired while learning, remain. It is not improbable that a radical change in the subjects directly taught in our public schools will yet be made.

At the same time, to declaim against our schools rantingly without showing how to improve them; to make them responsible for all the evils and to credit them with few or none of the virtues of society is so shockingly undiscriminating and unfair as to awaken only indignation and contempt.

LETTERS FROM A YOUNG TEACHER.—NO. 1.

SARAH C. STERLING, Michigan.

Absentem qui rodit amicum,
Qui non defendit alio culpante—

HORACE.

LIKE the faithful Horace of the dear old Vassar, I have promised to be to you a faithful friend, not "gnawing" you as in days of yore, but giving you a full and complete account of my experiences in this western region.

As the Germans say here, where I am boarding, I *landed* at Osowatomie on the last day of August, Wednesday, giving me full time to run over this strange, new town of two years' growth, and numbering full five thousand inhabitants, and become acquainted with the school committee *men*, school trustees, and school ma'ms, of which I conclude we have rather an *unusual set!* We are upon the northern borders of Lake Michigan; the white foam kisses my feet, as I write, and the bleak sand hills rise in wonderful heights, dotted here and there with a short scrub of pine. Their sides are nearly perpendicular, and so soft, and clean, and white, that they are easily climbed, your feet sinking into the sand to such a depth that you do not slide backward, only, occasionally, it is somewhat difficult to extricate yourself, especially if you are dressed *á la mode*. When once at the top, you slide down without difficulty, it being the only procedure by which you can manage the descent. To day I have passed most of my time thinking, and perchance, dreaming, of my coming year's work, and its hopes and plans, and praying that that time will come, when with filled purse and waving honors, (for I assure you I expect to achieve great distinction even as a common school teacher, as I fully hold to the opinion that teaching should be honored above all professions, and even should be a profession of itself), I can revisit you and talk over the developments and vicissitudes of this seeming-to-be strange life in these Michigan wildnesses.

Out of all the patrimony left me by my tender mother, sleeping under the cool violets, I have left, two fragments of a twenty-five-cent piece, and they keep calling to each other from out the depths of my reticule, looking, I suppose, for a chance companion. I have inveigled "mein fraulein landlady" into lending me a three-cent stamp for postage upon this "mein brief," with full promise to pay at the end of the first month, for I rejoice to inform you, and with exceeding great joy, that in this land of Michigan plenty, where floweth the milk and the honey, the school teachers are paid once a month, upon the last day of the month "Abib," neither the Kalands, the Nones, nor the Ides, but upon the last day of the month "Abib," which being interpreted after the manner of men, would mean once in three or four months, or perhaps once a year; and the average salary, I find upon inquiry, to be thirty-five dollars per month to *experienced* teachers; but inasmuch as I am a new recruit, a "raw hand," as the president of the school committee terms it, but thirty dollars is granted to me, with the promise of increase to thirty-five dollars at the close of the first year, provided I shall succeed in pleasing the most *important* of the parents, and the director's children.

My poor wardrobe and pocket-book! What shall I do to replenish your exhausted stores, your strings, and tapes, and button holes? What shall I do with the wherewithal to sew on my buttons? What shall I do for five cents' worth of rubber cord?—And for those flagellums of torture which serve as scorpion stings to fasten up the locks of women? And all the other etceteras of ladies' toilettes? O shades of Hades, look in merciful compassion upon these suffering sisters! Thirty-five dollars per month—board and washing five dollars—traveling expenses, vacations, the wherewithal to be clothed, books, papers, teachers' journals, all to come from this munificent sum paid to our *lady* teachers, (but mind you, my dear, the gentlemen are paid better). The State is growing poor upon these salaries. (Already, I hear, a bill is pending in the Legislature for their decrease. Whence shall come my *Eclectic*, my *Atlantic*, my *Scribner's Monthly*, my *Fors Clavigera*, my art journals?

And yet, how such trials loom up before the mind with mountain significance! To the teacher their name is legion, and many times, I have thought, do they increase, verily in geometrical ratios, in proportion to the zeal, faithfulness, and carefulness, with which all duties are discharged.

And life is ever thus. Do we but set our eyes on the distant future, and trials emerge from the thickening clouds. Do we but say with whitening lips and set teeth, "I will conquer," "Life shall yield to me all this," and all hindrances, and all stumblings, and all villifications, and every conceivable barrier stand in our way.

But my letter grows in length, yet not, I am sure, in the poet's hexamaters, or Greek dytharambics. The peaceful waves of Michigan Lake have long since retired to their fastnesses; my dial hand points to the hour of one.

"And now dark night hath turned her middle course,
And the cruel Orient hath breathed upon me with his panting steeds."

So says the poet of the golden age, but in these ice-bound regions we have degenerated into colder platitudes, and more frozen corruptions. Next Monday morning at nine o'clock, I expect to commence my life work, with its manifold experiences and divers colors.

Chicago Notes.

Prof. JAMES HANNAN, Chicago.

THE Twenty-Second Annual Report of the Board of Education is received. It is a handsome volume of 169 pages, from the press of Geo. J. Titus. Ex-President Richberg occupies ten pages with the Report of the President. Superintendent Pickard occupies thirty pages. Assistant Superintendent Doty makes no report. Seventy-five pages are devoted to "Reports of Committees." The balance is included in an Appendix, embracing a statistical review of school work.

Mr. Richberg's Report refers to several important topics. It is highly eulogistic of the recent administration of school affairs in this city. The settlement of the Bible question is spoken of at some length. The decrease of expenditures ($6,294.21) of the year, embraced in the report, over the previous year, is conspicuously and complacently noticed. The very large number of promotions reported is made the basis of an inference that an "astonishing improvement" exists in that matter, and the full explanation of the phenomenon is suggested as a proper subject for psychological and other investigations. Mr. Richberg gives himself special credit for the establishment of the Division High Schools, and claims that the fact that two-thirds of those who enter the High School choose the Division Schools (with two years' course), shows that these schools meet a want felt in the community. Congratulatory reference is made to the labors of the Board of Education, in the matter of text-books, the late president claiming that such labors have "forced a reduction of twenty per cent. in prices" of text-books. Kind words are said of Assistant Superintendent Doty, of Ex-Attorney Goggin, of Building and Supply Agent Ward, and of the Assistant Teachers.

Superintendent Pickard's Report shows that, at the close of last year, there were 49 school districts in the city; that there were 54 schools; 67 school buildings, of which 55 were owned by the city; that there were 667 rooms, 51 principals, and 711 assistants; that there were 51,128 pupils enrolled during the year, an average membership of 38,081, and an average daily attendance of 35,969.5; that for absence, 2,100 pupils were suspended, and for misconduct, 155; that the average number of pupils to a teacher (exclusive of principals) was, in the High Schools, 38, in the Normal Schools, 46, and in all other Schools, 57; that the total number of promotions for the year was 39,786, being 12,615 greater than the previous year, and 107.3 per cent. of the average number belonging for the year; that the total valuation of property in the city, was $173,764,246.00, the total receipts for the school year were

$850,848.12, the total expenditures, $821,308.50, and that the total cost of schools, per pupil, upon school census, was $7.90; upon enrollment, $17.03; upon average membership, $22.87; and upon average daily attendance, $24.49.

Supt. Pickard renews his recommendation that an ungraded room be set apart in each large school, with a teacher of special ability, to take charge of those specimens of "Young America" "who court suspension that they may obtain freedom from school restraints.

Allusion is made by Mr. Pickard to the increased use of text-books by primary pupils. "The result of the change is favorable to more rapid promotion, since it has given the pupil opportunity for private study, and the losses from absence have been more readily made up." He suggests, however, that too close adherence to the text-books has a tendency to diminish actual instruction, and that therefore "it is of great value to the pupil that the requirements of the course go beyond the material furnished in the text-books used."

Favorable mention is made by Mr. Pickard, in connection with primary instruction, of the idea of procuring fresh reading for primary pupils. It is complained that children lose interest in their reading books because of the speediness with which they lose their freshness. "Less matter at a time, and more frequent changes, will be of great value to the child in this most difficult school task."

It has been a theory of the Superintendent that for some time past the recitations in the grammar department have partaken too much of the nature of examinations. Some remarks on this subject were printed in the Twenty-First Annual Report. He now suggests that there is a danger of falling into the other extreme. "Pouring is as fatal as pumping." "In teaching him how to study, the best instruction is given."

As showing the financial value, from one point of view, of higher instruction, attention is called by the Superintendent to the fact "that of the 762 teachers employed during the year, 420 were graduates of the High and Normal Schools."

If the Twenty-Second Annual Report is unusually small, the melancholy list under the title "IN MEMORIAM" is unprecedentedly long. During the year, nine teachers passed from the cares of earth. "They were unobtrusive, giving their best service at all times, thinking more of their pupils than of themselves."

STATE DEPARTMENTS.

Illinois.

Editor, JOHN W. COOK, Normal.

REPORT OF ATTENDANCE FOR DECEMBER, 1876.

PLACE.	No. of days of School.	Whole Number Enrolled.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent nor Tardy.	PRINCIPALS.
St. Louis,	50	35,413	27,880	93	5476	——	W. T. Harris,
Belleville,	16	1,727	1,579	91	307	691	Henry Raab.
Morris,	19	621	544	87-6	408	193	M. Waters,
Rochelle,	18	476	445	93-5	43	259	P. R. Walker,
Sandwich,	19	467	392	85-3	74	138	A: E. Bourne,
Petersburg,	17	379	303	90	366	67	C. L. Hatfield,
Sullivan,	19	350	297	90	190	——	Jephthah Hobbs,
East Champaign,	15	334	299	89-4	79	119	E. DeBurn,
Forreston,	20	285	225	79	50	60	J. L. Wright,
Rantoul,	16	264	224	89	91	86	I. N. Wade,
Marine,	16	230	185	80	60	72	Wm. E. Lehr,
Millstadt,	19	220	185	85-4	176	46	W. S. Anderson,
Fairmount,	16	167	134	80	117	20	B. F..Stocks.
Nora,	20	167	148	88	96	51	H. B. Lathe,
Newman,	17	202	160	79-2	115	36	Allen Waters,
Ogden,	22	120	80-5	67	223	24	T. C. Clendenen,

The Colorado Teachers' Association met at Boulder the first week in January. Aaron Gove, anciently the "Illinois Schoolmaster," and at present Superintendent of the Denver schools, was its president. *The Boulder County News* publishes portions of his address.

Mr. Gove gives his friends some excellent advice, and, if they are wise, they will escape the misfortunes of many an Illinois town that is now the owner of a magnificent school house and a magnificent bonded debt.

We quote:

"While we will say give us a comfortable, reasonable house with good teachers, never mind the sky-scrapers, long flights of stairs, and magnificent exteriors. Beautiful buildings will never make effective schools. Our advice will not all be followed, but you and I, fellow teachers, have it in our power to save for our young State, hundreds of thousands of dollars during the next ten years by taking and holding a position against elaborate and expensive school buildings made for ornament and show rather than for use.

"A village in Illinois divided by the railroad into two parts is similarly unfortunately divided in school management, one district on the east, one on the west side. The east side said, we will build a school house whose towers shall mount toward the skies, and whose exterior appearance shall attract attention and cause strangers to stop and admire and buy a home with us. They voted bonds—$40,000. The house was built. The west side could not abide the superiority of their neighbors, and they, in a spirit of emulation, voted $60,000 bonds and erected a fool's palace. The bonds are not yet due. The strangers do not settle in a town so burdened with debt. For several years the notoriously poorest schools of the county have been conducted in that town seven months in the year, because the people have barely money to pay interest, none for running expenses."

THE ILLINOIS NORMAL.—The school is running pleasantly, being crowded to its fullest capacity. About thirty in the assembly room are occupying chairs.

The system of teachers' receptions, inaugurated last term, is continued. A very enjoyable evening was spent last week in the Wrightonian Hall.

Virgil Pinkley spent a few days last week in visiting familiar haunts. He expects to return and complete the course.

The Societies continue to prosper as of old. Mr. George Franklin is President of the Wrightonian, and Miss Preston of the Philadelphians. Since the annual contest, there has been something of a revival in society work. Debates, which for some time have been in the background, are now coming to the front.

The amount of "Uncle Sim's" bequest to the Wrightonians is not yet ascertained. Their hall is tastefully draped in mourning, and will remain so until the close of the term.

The legislative committees are coming to pay their biennial visits, and to determine whether the laborer is worthy of his hire.

All of the last class, except two, are teaching. The exceptions are, Mr. Kinyon, who is continuing his studies at Ann Arbor, and Mr. Wood, who is in business at or near Moline. Miss Bass is at Oakland, Miss Larrick at Gibson, Miss Pusey at Champaign, Mr. Beatty near Clinton, Mr. Buterbaugh at Hudson, Mr. Chamberlain at Farm Ridge, Mr. Crawford at Mechanicsburg, Mr. Dinsmore near Time, Dr. Dougherty at Lacon, Mr. Hanna at Toulon, Mr. Howard at Farmington, Mr. Johnston at Millersburg, Mercer Co., Mr. Lyon in Kansas, Mr. Tyler near Peoria, and Mr. Mosher near his home. Mr. Hedges was engaged for the high school at Rochelle, but sickness, contracted at Philadelphia, called him out of a life full of promise. His memory is a benediction.

Mr. DeBurn, principal of East Champaign schools, reports Miss Pusey as doing excellent work.

We have many times urged upon our county superintendents the advisability of conducting educational departments in their local papers. Some are doing it, and are accomplishing an amount of good that doubly compensates them for the additional labor. These articles should have a double purpose: They should be of such a character as to attract the attention of school patrons, and should be a means of communication between superintendent and teachers.

The people need to have the school brought home to them. Its defects should be candidly discussed, and an interest in its success aroused. Improved methods of instruction, palpable errors in management, and a score of things beside, should receive unequivocal treatment. We are about ready to assert that a county superintendent is responsible for the dominant sentiment of his county on the school question. The teachers need help. It is not meant that an attempt should be made to "enthuse" them, in a general sort of a way, but that definite assistance should be given them. If there are teachers who have thirty pupils and forty classes, and this is by no means one of the impossibles, that evil can be remedied by publishing an outline of gradation, that can be modified to suit localities, and by urging it, upon teachers and patrons, by earnest words and abundant argument. We wonder that not more have seized the opportunity of making themselves felt throughout their counties. Make the experiment, friends.

—Supt. Smith, of McLean, is holding a series of small institutes in various parts of his county. We observe that Miss West, of Knox, is doing the same. Others are doubtless engaged in similar work. The small institutes are the best. From fifteen to twenty teachers are enough. These sessions shoul-

mean "business." There should be no time wasted in discussing compulsory education, or equation of payments, or the "kinks" of grammar; but the work should be put upon the first and second readers, the primary arithmetic, and the early work generally. Organize the institute into a class. Take a second reader, make each one tell exactly how he would conduct an exercise, viz: what questions he would ask; what points he would emphasize, etc. If the superintendent doesn't conclude, before a single hour, that there is something for him to do, we will congratulate him upon the fact that "his lines have fallen in pleasant places." The superintendents are the center of the situation. With the exercise of common sense, and a reasonable amount of industry, they can double the efficiency of the schools in a single year.

But of this—more anon.

To the Editor of the Weekly:

Please allow me to correct my report of the Illinois State Association, by adding to the Committe on Annual Exhibit of School Work, at meetings of the Associations, the names of Profs. H. L. Boltwood, Princeton, and Ross, Carbondale. The full list was not given me at the time; I wrote in several directions for it, but did not receive it in time to appear in last Weekly.

M. A. West.

Galesburg, January 27, 1877.

Nebraska.

Editor, C. B. Palmer, Beatrice.

It was in a Normal School. The subject was, "Use of Capitals." The teacher stated one of the most important things about this subject to be a certain distinction in compound names, which will be apparent from the following: Ohio river, Blue River; Andes mountains, Rocky Mountains; Jackson street, Main Street, &c. It was claimed that such qualifying words as *blue, rocky*, &c., required the second word to complete the name, but in the other cases the second word is not a part of the name. Nearly the whole recitation was consumed in the discussion of this "important" (?) point, and from the ready answers of the pupils it evidently was not the first time it had been presented to the class. Both teacher and pupils seemed fully impressed with the correctness and importance of this idea. What a dreadful thing it is for a teacher to have a hobby! How many teachers there are who get an idea that a certain thing ought to be so, if it isn't, and think they can make it so by teaching that it *is* so! As well might the priests of Galileo's time stop the turning of the earth upon its axis by making him say it did not turn! We are reminded of the words of our Latin teacher, years ago: "In Language we must ask *why;* in Mathematics ask for the reason, but in Language ask only for the *usage*." It certainly is true that authority in language is not found in reasons or rules, but in the usage of reputable authors, and however much we may philosophize upon it, our conclusions are worthless unless they coincide with that usage. Look in the geographies, look in the histories, even look in the grammars,—and almost exery absurdity can be found in some grammar,—and if the majority of respectable authors sustain you, then you have authority that no one can gainsay; but if not, beware how you teach error to those who will go out and in their turn become teachers of error! It is the teacher's business to teach *truth*, and if he be in the proper state of mind, he will love the truth better than anything else, his own theories not excepted.

—A three days' institute was held at Pawnee City the last week in December which is reported to have been well attended.

—The winter term of the Wahoo school closed the Friday before Christmas, the pupils giving a literary entertainment the evening of the closing day. Miss Jessie Stocking, assistant teacher during the last term, goes to Peru to attend the Normal.

—Crete employs the following corps of teachers in her schools: Edw. Healey, Principal; Miss Mira Lee, Miss Corey, and Miss S. E. Johnston, Assistants.

—Nelson, Nuckolls county, deplores the loss, by fire, of her $1,200 school house. To make matters worse, the district is already bonded to the extent of the law for the one destroyed, which will render it difficult to replace it.

—An institute was held at Geneva, Fillmore county, January 10–19th, conducted by State Superintendent Thompson.

Saunders County.—The increase of population at Wahoo, since the advent of the railroad, has been so great that the school is crowded beyond its capacity. The school now consists of two departments, with seats for 86 pupils in both. About 120 are now in attendance, and the board have decided to furnish another room and employ another teacher.

Correction.—In our recent item in regard to the county superintendency, we asked the authority of the *Omaha Bee* for the statement that the superintendency cost the state $60,000, and said that the real cost was less than one-third that sum. The printers made it $160,000, which demoralized our whole statement.

Iowa.

Editor, J. M. DeArmond, Davenport.

Normal Institutes.—An esteemed correspondent asks a number of questions concerning normal institutes. We give the law as passed or enacted by the fifteenth general assembly, March 19, 1874, for the benefit of our friend and others interested in the subject. It reads as follows:

"The county superintendent shall hold annually a normal institute for the instruction of teachers, and those who may desire to teach, and, with the concurrence of the Superintendent of Public Instruction, procure such assistance as may be necessary to conduct the same, at such time as the schools in the county are generally closed. To defray the expenses of said institute, he should require the payment of a fee of one dollar for every certificate issued; also the payment of one dollar registration fee for each person attending the normal institute. He shall, monthly, and at the close of each institute, transmit to the county treasurer all moneys so received, including the State appropriation for institutes, to be designated the 'institute fund,' together with a report of the name of each person contributing, and the amount. The board of supervisors may appropriate such additional sum as may, by them, be deemed necessary for the further support of such institute. All disbursements of the institute fund shall be upon the order of the county superintendent; and no order shall be drawn except for bills presented to the county superintendent, and approved by him, for services rendered or expenses incurred in connection with the normal institute."

—A number of the schools of Adair county have been closed, temporarily, on account of the prevalence of that dread scourge—diphtheria.

—The second semi-annual graduating exercises of the Burlington High School occurred on the evening of the 26th ult. There was a large attendance of the friends and patrons of the schools, who took an honest and sincere pride in the manner in which the winter class of 1877 acquitted itself. The following programme was observed:

Music; Prayer; Music; "The fall of the leaf is a whisper to Man," Annie Millicent Quick; "They Say," Rebecca Simpson; "Ambition," Sarah Williams; Music; "Just So High," Mary Darling; "Has the Age of Heroes and Heroines Passed"? Maggie C. McCosh; Music; "Lectures and Lecturers," Juliet Hillhouse; "Sheep," Lilian A. Eggleston; Music; Conferring Diplomas, Dr. H. Bailey; Music; Benediction.

—Prof. A. K. Virgil has been delivering interesting and instructive lectures on music, in the south-eastern part of the state. He proposes to start a conservatory of music at Burlington or Keokuk.

—Mr. A. Quackenbush has been elected teacher of book-keeping in the Dubuque High School.

—The educational book agency of Harper Brothers has been removed from Burlington, where it has been for three years, to Dubuque. Mr. C. R. Pittman has charge of the agency.

—Superintendent Robert M. Ewart, of Delaware county, while visiting schools in Honey Creek township, arrived at a school-house about nine o'clock one morning. No fire had been started, the door was locked, and no children were to be seen. He went to the house where the teacher was staying, called him out of bed, and advised him to look just a little more carefully after the interests of his school. Superintendent Ewart is doing a good work for the schools of Delaware county.

—Her name is, or quite recently was, Ida Bemer. Now Ida attended a public school in Allamakee county, even though twenty-one beautiful summers had rolled over her head. For some misdemeanor which "trespassed on the law" of the school, the teacher punished Ida. It was an orthodox punishment—a liberal use of the rod. But Ida and her parents unanimously decided that such extreme measures were in open violation of the law. Accordingly they invoked the aid of its strong arm to visit condign punishment upon the teacher. The justice before whom the case was tried thought the teacher guilty of assault and battery, and likewise did the district court decide. But Mr. Mizner, the teacher, was determined to get sound law on the question, and carried the case up to the supreme court. That tribunal decided recently that the refractory Ida had been enrolled as a pupil of the school and must submit to

the rules of the school. Peace and order reign supreme in Allamakee county.

—Prof. D. R. Fox is principal of the public schools of Dyersville, Dubuque county. Prof. J. A. Edwards and Miss Louisa Kuhlman are the assistants. One hundred and eighty pupils have been enrolled and the average attendance is one hundred and thirty-six. The Dyersville schools are in a fine condition. Prof. Fox has been in charge of these schools for three years.

—Indianola is proud, as she well may be, of her new school house. Mr. C. C. Chamberlain has charge of the school.

—Hopkinton, likewise, is proud of her new school building.

—Avoca is going to have a public reading room.

—Superintendent Von Coelln delivered an address before a convention of school officers at Independence, week before last.

—The winter term of the State Normal School at Cedar Falls promises to be a most useful one. Over 80 students are in attendance.

—Prof. J. D. Wells is principal of the Dubuque High School.

COUNTY SUPERVISION.—No subject received more attention at the last session of the State Teachers' Association than County Supervision. No other subject was so warmly and spiritedly discussed. There were those who favored the abolishment of the office, and the substitution of more effective means of supervision. Others maintained that the office should be retained, but so modified and improved as to secure better talent and thereby more serviceable work. The unanimity with which the Association adopted Prof. Crosby's and Dr. Magoun's resolutions indicated plainly that there was no disposition to dispense with county supervision. The following resolution offered by Dr. Magoun, chairman of the committee on county supervision, was unanimously adopted:

Resolved, That the interests of the county schools in Iowa will be greatly promoted if the directors in each county will nominate suitable persons for county superintendents for the suffrages of their fellow citizens at the election next year, in order to remove that election entirely from party politics.

—A false alarm of fire was sounded from a Des Moines school house a few days ago. The teachers succeeded in getting the children out in two and a half minutes. But it seems some one's part was over-done, and in consequence the children were greatly excited. Petitions for the removal of almost everybody were circulated for a few days and intense excitement was rife. The school authorities probably erred, but they did what they deemed was for the best. Why censure them for this error?

—The following resolution was offered at the December meeting of the Davenport Board of Education:

Resolved, That no corporal punishment shall be inflicted except by the principals of the schools.

At the January meeting the following substitute was adopted:

Resolved, That the Superintendent direct the Principals to direct their teachers to report to them all difficult cases of discipline before inflicting punishment.

—A school for instruction in the German language exclusively has been organized by two German societies of Clinton. This language is taught in something over fifty of the graded public schools of the state.

—A "school marm," writing to a prominent school journal, says some sarcastic things concerning superannuated "old" teachers, who are designated as respectable "old" Nestors. Verily the school mistress is abroad.

Wisconsin.

Editor, J. Q. EMERY, Fort Atkinson.

BILLS have been introduced into the Legislature to provide for a State Board of Education, to compel the attendance at school of children from the age of seven to fourteen, and to establish an institution for the education of feeble-minded children.

—A Farmington correspondent of the *Jefferson County Union* says of C. J. Collier, County Superintendent, that he is one of the most efficient the county has ever had; that if he visits a school that is not running satisfactorily, he is not backward in giving teachers to understand that by their contract with district officers, they are as much bound thoroughly to devote their time to their school, as the public is to pay the stipulated wages; and he also tells teachers and scholars, plainly, what is expected of them by the community.

—"J. C.," writing from Eau Claire to the Chicago *Inter-Ocean*, says; "Eau Claire boasts of her public schools, and if No. 2, on the east side, is a fair sample, she has reason to boast. I have just visited every room, in company with the Hon. W. P. Bartlett, director of that school for the last twenty years, or since it was organized. Mr. Howland has been its principal twelve years, and every department is under superb discipline. The schools on the west and north sides, I am told, are equally good."

—The *Journal of Education*, for January, contains the following relative to the December meeting of the Association:

"The holiday session of the Association was very largely attended, and, from our standpoint, was the most interesting and profitable session within three years. We were more than ever impressed with the ability and high character of our professional teachers. Wisconsin certainly has, in the upper ranks at least, of her educational work, men of brains, culture, character, and devotion. They are men who, if they continue to work together as now, for common ends, will ere long place their state, educationally, in the foremost line. * * * The organization of a Principals' Association, and means looking to a more efficient and systematic organization of the superintendents' conventions, were steps in the right direction, which met our approval.

"It was a somewhat peculiar and gratifying fact, that the chief interest and measures of this session of the Association related to plans for improving the great mass of common schools. That good results in this direction will flow from the conference, we sincerely hope and believe."

—President Parker, of the River Falls Normal school, takes an active part in the teachers' associations held in that vicinity.

—Prof. C. W. Roby has been elected superintendent of schools for the city of La Crosse.

—Prof. Earthman recently lectured at Prescott, on the "Mound Builders, or Ancient Civilization of America." The proceeds of the lecture were devoted to the purchasing of reference books for the public school. Prof. Earthman refused compensation. He delivers another lecture upon his experience in southern prisons during the war.

—Superintendent Baker, of Pierce county, edits an educational column in the River Falls *Journal*. He seems to be doing vigorous work in the line of teachers' associations. He gives notice that spring examinations will occur quite early in March, and says he will then publish a list of all teachers holding certificates, in the form of a circular, and give a copy to each member of the district boards in the county. The circular will contain the average standing of each teacher, amount of experience, kind of certificate, attendance at institutes and associations, educational papers taken by each one, and such other particulars as will aid boards in securing a teacher suited to their needs.

—Dr. Steele, President of Lawrence University, recently preached in the First Methodist Episcopal Church at Oshkosh, and at the close of the services quite a large sum was contributed for the benefit of the University.

—In his last annual message to the Legislature, Gov. Ludington says:

"The common schools of the state, and all that concerns their efficiency, can not be too urgently commended to your care. I renew the suggestion of last year, and invite attention "to the question, whether it would not be practicable and desirable to establish a uniformity of text-books throughout the state, and thus effect a considerable reduction in the expense to which parents are subjected on this account."

Before compelling a *state* uniformity of text-books, we commend to the members of the Legislature a careful reading of the dissussion of that subject, by the Hon. Edward Searing, Superintendent of Public Instruction, in his annual report for 1874. Probably no fuller or abler report has ever been made by any state superintendent.

Indiana.

Editor, J. B. ROBERTS, Indianapolis.

STATE UNIVERSITY.—Dr. Lemuel Moss, President of the State University, commenting upon the fact that for the past two years about two-thirds of the total revenue of this state has gone directly or indirectly to support its educational system, says: "It must, I think, gratify and encourage every intelligent citizen to know: 1. That taxation is so low; and 2. That so large a proportion of it goes to the maintenance of education. I apprehend, also, that these two facts are closely related, even as cause and effect. Taxation is low because education is general, of good quality, and constantly increasing. It costs a thousand per cent. more to care for a tramp, or a criminal, or a pauper, per year, than to educate a child. No person is so much interested in this matter as the tax-payer, especially the tax-payer who is a laborer, and he must see that the tax for education is the tax which it is much easier and cheaper to pay than to abolish."

COMPULSORY EDUCATION.—Mr. Hubbard, of Henry county, has introduced a bill into the Legislature, providing that every child between the years of six

and fourteen shall have at least fourteen weeks of schooling annually, and be instructed in the three R's and two G's.

SOUTH BEND.—The school authorities of this city have passed an order forbidding any teacher in their employ to hold any meetings for religious purposes in any school room, or to occupy any time during school hours in teaching his religious or sectarian tenets. A newspaper writer, who seems to have gotten himself imbued with the Huxlo-Darwinian dialect, discovers in this an "*evolutionary tendency to differentiate the secular from the religious institutions and observances.*"

RICHMOND.—Everybody wants to see his name once, at least, in print. Recognizing this worthy ambition, the Superintendent of the Richmond Schools publishes a monthly roll of honor, in the *Daily Palladium*. It embraces the names of all who have been perfect in attendance and deportment during the month. The roll for month ending Dec. 22d contains the names of 28 teachers, and 346 pupils.

COUNTY SUPERVISION.—Superintendent Harlan, of Marion county, from reports on file in his office, has compiled the following statistics, some of which certainly show the effects of industrious and efficient supervision: The highest number of classes reciting in any ungraded school in the county is 34; lowest number, 19; average, 24; highest number of recitatations in any graded school, 20; lowest, 11; average, 15. Considerable attention is given to music, drawing, moral instruction, and literary exercises, which last means composition, writing, and declamations. There is almost entire uniformity of text-books. Nearly every school is supplied with a Webster's Dictionary. In twenty-five schools the course of instruction embraces branches other than those required by law. All the teachers take or read educational periodicals.

—Superintendent Norton, of St. Joseph county, is taking some steps forward; one of these—the demanding more of an applicant for a teacher's certificate than the mere ability to answer a certain per cent. of the questions prepared by the State Board of Education, correctly, must meet with the special approbation of all who have noticed the frivolity and total want of preparation exhibited by many of the young girls who go out to teach our country schools. He is urging the Trustees to plant shade trees in the school yards, repair the fences surrounding them, and see to it that cattle are not pastured in the school-yard during the summer vacation—this will be done in he spring. How parents expect their children to study in a school-house twithout a tree to shade it from the summer sun, is a mystery to those who have had charge of such schools. M. R.

—Superintendent Burrie Swift, of Laporte, says: "In the employment of teachers I have to choose between two things: A teacher who knows all *methods*, but who knows nothing else, and one who knows "lots" of things, but knows nothing of methods. Other things being equal, I always choose the one who has plenty of facts to teach, for if a teacher has plenty of things to tell, I will risk her to find a way to tell them, or, if she *cannot*, I can help her." M. R.

—We have some interesting notes from the Institute held at South Bend January 3d, which will appear next week.

Minnesota.

Editor, O. V. TOUSLEY, Minneapolis.

SUPERINTENDENT KNOX says that the school at Aitkin is the only one in the county. But let us congratulate a small scholastic population on the enterprise and intelligence which mark their movements thus far. Their school-house cost one thousand dollars; is furnished with patent seats; and the teacher of the school has been trained for the business of instruction. If like liberality shall characterize other districts, as they are organized in that county, we predict for this people prosperity. For not to speak of the elevating influences which emanate from good schools, we must recognize the fact that education is no mean factor in determining the price of real estate in any community.

LEGISLATIVE VISIT.—The joint committee from the Senate and House of Representatives of the State Legislature visited the University of Minnesota on Friday, January 19th. They were present at the morning assembly of the students, and several of them addressed a few words to the students. Senator Weelock said that he did not regard it as a misfortune to a young man or woman that he had to largely or entirely pay his own way at college. Another gentleman referred to a classical saying that the *stomach is the best stimulant for making good verses*. The President called on the students who were assisting themselves in their education by labor, or otherwise, to rise, when nearly three-fourths of the three hundred present rose to their feet, including many young ladies. At the request of the committee, the President called out one of the seniors for declamation. Mr. Mahoney, who is one of those who largely support themselves, acting now as engineer of the University heating apparatus, responded with an oration which, entitled "Reserve Force," both inculcated and illustrated the necessity of being ready for unexpected emergencies. In the course of his remarks to the students, one of the committeemen expressed his hope that the State will very soon make arrangements for the enlargement and decoration of the grounds immediately surrounding the University. Governor Pillsbury's last message to the Legislature called attention to the need of an appropriation for that purpose.

After leaving the chapel, the committee were conducted by the President through the museum, various lecture rooms, laboratories, and over the grounds. There seems to be a general disposition in the Legislature to deal generously with the University, and, on the part of some, as expressed by one of the committeemen, "to make it one of the best institutions of learning in the country."

—The Jefferson School building, recently burned at Minneapolis, is to be resurrected in fine style. The new structure will be handsome, capacious, and convenient. The style of architecture is modern Gothic, with Mansard roof partially brick. Facing Hennepin avenue, in the center of the building, is a square tower, running up seventy-five feet. The main entrance is on Hennepin avenue, under a porch which is supported by a granite column. There are no steps from the street exposed to the weather, but they are all under cover of the porches. The wide stairways are to be on the outside of the building, and enclosed in solid walls—constructed of iron and brick, and fireproof. There is a stairway at either end of the building running to the second floor, and thence to the third floor, which is a hall, not used when the rooms below are occupied. The first floor empties its occupants directly on to the ground, and in no way interferes with the pupils on the second floor. There are four school rooms on the second floor, and they have two stairways. Two rooms have the front stairway, and two rooms the rear stairway. In that way about a hundred pupils have access to a stairway of one flight. In other words, every two rooms of the building have an exit, and the building proper is only two stories high.

The building is to be 82x92 in dimensions, and will contain eight regular school rooms, four on each floor. There are two recitation rooms on the second floor lying between the school rooms, which are located in pairs on either side of a wide hall extending the full length of the building. A like hall is on the first floor, where there is one recitation room besides the four school rooms. The latter are all 25x30, the recitation rooms 10x34. One teacher's room on the first floor, corresponding to a recitation room, is 10x30.

Three dressing-rooms connect with each of the school rooms, and every provision will be made for the health and comfort of teachers and pupils. The stories are thirteen feet high, well lighted, and heated with steam, direct and indirect radiation. All the interior supporting walls are of brick. In the basement are two wet weather rooms for eating dinner. The ventilation will be through four ventilating shafts, and will be thorough.

The hall on the third floor is 62x79 feet, and will seat from 800 to 1,000 people. This will be used for examinations and rhetorical exercises. It has two flights of stairways (with iron railing on both sides) at either end for exit, and they are fire-proof and on the outside of the building; so that an audience is safe when it gets on the stairs. All the doors of the building open out.

MR. EDITOR: We are having a little dispute in our region over this question—Is it proper to say, "Six times six are thirty-six?" Let us have your opinion. S. J. C.

About all the wheat has been threshed out of this subject, but we will fling the flail once more.

$$6 \times 6 = 36$$

The above is an equation, an expression which teachers understand. When the formula assumes another shape, a point in grammar seems to be involved. Shall we say, six times six *are* or *is* thirty-six? The party who teaches his pupils to say *are*, parses the sentence in this wise: "'Six' is an adjective, qualifying the noun 'times'; 'times' is a noun plural, and is the subject of the verb 'are,' etc."

But is this so? Do not the two words, "six times," constitute really an adverbial phrase? If so, what does it modify?

This expression, translated into the forms of articulate speech, simply means the following: The number, "six," repeated sixthly, or six times, gives a result, "thirty-six"; or "six" taken sixthly *is* "thirty-six." If this translation be the correct one, we should then have in the last form, the word

"taken" used as a participle, modifying "six"; "six times" an adverb, qualifying "taken"; and "six" a noun, the subject of "is." Our analysis then leads us to say, "six times six is thirty-six."

There seems to be no doubt about the adverbial use of "once" and "twice" in the expressions "once one is one," and, "twice one is two." There should be none in the case before us. But what consistency is there in saying, "thrice three *is* nine," but, "three times three *are* nine." In the former statement you use an adverb, consisting of one word; while in the latter statement you simply lengthen the adverb, and then proceed to change the verb.

Michigan.

Editor, LEWIS MCLOUTH, Ypsilanti.

"EQUAL JUSTICE," in the WEEKLY of January 25th, convicts the editor of this department of great dereliction of duty in not making fuller mention of the parts taken by ladies in the late proceedings of the State Teachers' Association. The omission was altogether an accidental one and not of "malice aforethought." The three ladies who participated in the proceedings, Miss Woodford, of Lansing, Mrs. Adams, of Detroit and Mrs. Ford, of Kalamazoo, all performed their parts in a most satisfactory manner, and the omission of their names in the account of the proceedings can only be accounted for by the fact that the men were so much noisier and more obtrusive that one could not easily forget their clatter, while the quieter but no less valuable work of the ladies was overlooked in the hurry of writing out the account from memory. "We wont do so any more, please ma'am!"

—The legislative committee on January 24th began work investigating the University Laboratory defalcation. It is hoped that all facts that are said heretofore to have been withheld will now be presented, and that there may be a speedy and satisfactory end put to this unfortunate affair.

—The University faculty now numbers 56, and there are 1,080 students in attendance. Fifteen are pursuing super-graduate studies. A new lathe has been purchased by the University for working iron in the laboratories.

—Geo.M. Sprout, an old normal pupil and for several years a teacher in the public schools, is now attending lectures in the Law Department of the University. Miss Alice M. Stark, a graduate of the Normal School in the class of '69, has at last laid down the pedagogic ferule and begun the study of medicine at the University. Mark F. Finley, of the Normal class of '75, is studying at the Dental School. Geo. A. Cady, F. S. Fitch, Geo. Barnes, and H. C. McDougall, all old Normal graduates, are members of the senior class, literary department, of the University. Mr. McDougall is orator for his class.

—Dr. Geo. B. Jocelyn, President of Albion College, died early on the morning of January 27th, of an attack of inflammation of the lungs. He had been suffering for some years from diabetes, but his death was very sudden and unexpected.

Dr. Jocelyn was born in Connecticut, January 3, 1824, and consequently was only a few days past 53. He was educated at Asbury University, Indiana, graduating in 1842. The next year he joined the Methodist Episcopal Conference of Indiana, as an itinerant preacher, and soon won for himself a high place as a Christian and a preacher. In 1857 he was transferred to the Iowa Conference, and after having filled, as pastor, some of the most important charges in that state, was, in 1861, made President of the Iowa Wesleyan University. In 1864, he was called to Michigan as President of Albion College, and has continued to occupy that place up to his death, except for two years, during which time he served as pastor of the Methodist Episcopal Church at Grand Rapids.

Dr. Jocelyn was a man of strong masculine character, indomitable force and perseverance, and full of zeal for the promotion of Christianity and education; while his large-hearted and cordial disposition and manners fastened to him by the strongest ties of friendship those with whom he came in contact. The college, the church, and the cause of higher education in Michigan, have lost, in Dr. Jocelyn's death, one whose place it will be difficult to fill.

—The new building for the Detroit Public Library was opened and dedicated by appropriate ceremonies on Monday evening, January 22d. This library, though but twelve years old, now has 34,000 volumes, valued at $50,000. Even so soon there is talk of adding more rooms to the building for an art gallery, a scientific museum, and for the Archives of the Detroit Historical Society.

—Prof. Crissey, Superintendent of the Flint public schools, is editing a live educational column in the *Wolverine Citizen* of that place. *Send it along.*

—A district school-house, known as the "Hull" school-house, two and a-half miles east of Benton Harbor, was burned Friday afternoon, January 26th. Loss, $800, and insured for $300.

—A lady teacher in a district school near Saline, Washtenaw county, has been obliged to give up her place in consequence of the pranks of a pack of rude and unrestrained loafers who infest the district. And this is allowed within ten miles of the University and of the Normal School.

—The Regents of the University, in their statement of needs to the Legislature, ask that $8,000 per annum be appropriated for instruction, and $2,500 for apparatus, as necessary for the continuance of the School of Mines and of Architecture. An appropriation of $10,000 per annum is also asked for professorships of Physics and Geology, and for apparatus, with the intention of starting physical and physiological laboratories, and for making yearly additions to the General Library. They also ask for a yearly appropriation of $6,000 for supporting the Dental School, and for dental apparatus, with a view to adding another professor to that School. They also suggest to the Legislature the need of a new library building.

—The ladies' society of the Normal School, the "Pleiades," held their public exercises for the term on Friday evening, January 12th. The following members took part in the literary exercises: Misses Cutcheon, De Land, Osborn, Miner, Lambie, Towar, and Kahler. On the following Friday evening the "Lyceum" gave a public exercise. An immense audience, for the old Normal Hall, was in attendance, and the effort was pronounced a success. Misses Judd, Carus, Beach, and Brooks, and Messrs. Bobb, Stockley, Wilson, and Curran, gave essays, readings, or orations.

Publishers' Notes.

WE particularly request our readers to renew their subscriptions promptly, even before the expiration of the time paid for, as this will obviate many difficulties and delays. Do not wait for the publishers to send you a notice that your subscription has expired; tthe number following your name on the paper or wrapper indicates that.

—If you fail to receive your paper at any time, send us a postal card, and we will supply the missing number.

—We are receiving large clubs from some quarters, but there is room on our subscription books for many more names, and we hope to have a club of five or more from every city in the United States.

—More attention will be paid in future numbers of the WEEKLY to the wants of the common school teacher, though every number has thus far contained some very practical articles for the thoughtful teacher. Remember that the paper is published every week, and there are *four* copies sent to you now where only one was sent of the monthly. We intend to publish numerous exercises and demonstrations which have been used in the schools. Send them to your state editor or to the managing editor.

—It is presumed that our readers understand that those editorials which appear in the WEEKLY without signature, are from the pen of the Editor-in-chief.

GOOD WORDS FROM GOOD SOURCES.

It is replete with valuable and useful information to the teacher, gathering news from every quarter.—*Educational Index.*

It is a sprightly paper, is well edited, and is destined to occupy an important field of usefulness.—*Parents' and Teachers' Monthly.*

The WEEKLY looks exceedingly well; it reads well. It carries a dignified head, but adapts itself to all tastes and capacities. It *must* receive an extensive reading, as otherwise we should be compelled to infer that illiteracy has invaded the ranks of those sent forth to sweep illiteracy out of existence.—PROF. ALEXANDER WINCHELL, Syracuse University.

The first two numbers seem to be very profitable and practical reading.—Superintendent H. S. BAKER, Pierce County, Wis.

Among my visitors, none is more entertaining, more instructive, more welcome.—PHILIP EDEN, Platteville, Wis.

It is worthy of high commendation to all western people interested in educational matters.—Prof. WM. M. BRISTOLL, Yankton, D. T.

I have read with interest and pleasure the first number of THE EDUCATIONAL WEEKLY, and I am pleased to say that I like it.—Prof. B. M. REYNOLDS, La Crosse, Wis.

I am greatly pleased with the new EDUCATIONAL WEEKLY.—Superintendent A. G. SMITH, Perrysburg, Ohio.

The advent of THE EDUCATIONAL WEEKLY, under so favorable auspices, augurs well for the interests of popular education in the great Northwest.—Dr. JOHN H. FRENCH, Vermont.